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ABSTRACT

This paper presents lists of books about pets and pet care, a list of pet theme ideas, an anticipation guide, and a list of community and professional resources. The 23-item list of books about pets and pet care (published between 1940 and 1994) is divided into sections on teacher's choices, nonfiction, recent books, and teacher resources. The 21-item list of pet theme ideas offers suggestions for class activities. The paper then presents a description of the purpose and procedures of the "anticipation guide," which creates a mismatch between what students may know and what is presented in the text. The paper also presents an anticipation guide about cats. The paper concludes with a list of information available from six local-level and four national-level community and professional resources. (RS)

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Lives in the Balance: Teaching about Pets and Pet Care

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Books about Pets and Pet Care

Teacher's Choices

Carris, Joan. (1984). Pets, vets, and Marty Howard. New York: Dell.

Goble, Paul. (1978). The girl who loved wild horses. New York: Macmillan Publishing Company.

Keats, Ezra Jack. (1972). Pet Show! New York: Collier Books.

Naylor, Phyllis Reynolds. (1991). Shiloh. New York: Atheneum.

Newberry, Clare Turlay. (1940). April's kittens. Troll Associates.

Viorst, Judith. (1971). The tenth good thing about Barney. New York: Atheneum.

Voigt, Cynthia. (1986). Stories about Rosie. New York: Atheneum.

Wilhelm, Hans. I'll always love you.

Nonfiction

Arnold, Caroline. (1983). Pets without homes. New York: Clarion Books.

Berry, Joy. (1986). What to do when your mom or dad says...you want a pet? Grolier Enterprises Corp.

Curtis, Patricia. (1982). Greff, the story of a guide dog. New York: Lodestar Books.

Stevens, Carla. (1974). Your first pet and how to take care of it. New York: Macmillan Publishing Company.

Recent Books

Calmenson, Stephanie. (1994). Rosie: A visiting dog's story. New York: Clarion Books.

Jennings, Linda. (1994). The dog who found Christmas. Dutton.

Horenstein, Henry. (1994). My Mom's a vet. Cambridge, MA: Candlewick Press.

Rylant, Cynthia. (1994). Mr. Putter and Tabby Pour the Tea. New York: Scholastic, Inc.

Teacher Resources

Happy Hats - Animals. 1994 Teacher Created Materials, Inc.

Where's the Puppy? Macmillan Whole Language Big Books Program

Taking Care of Corey. American Kennel Club.

Theme Book Series-Pets. Frank Schaffer

My Pets. Evan-Moor.

Early Years Thematic Notes - Pets. Frank Schaffer

Reader's Choice: Willie's Wonderful Pet, Cookie's Week, Daniel's Dog. Scholastic.

Pet Theme Ideas

Teacher's Pets Bulletin Board (match pet to teacher)

Descriptive language (furry, smooth...)

Real vs. make-believe

Pet homes

Pet pantomime

Veterinary clinic play area

Patterns (colors, shapes...)

Survey/graph pets

Sorting

Dog Bones for counting, adding, etc.

Lists and instructions for care of a pet

Ask the vet - letters or big book

Meet our pets - class book or bulletin board

Picture dictionary

Pet research

Models of pets

"Our Pets" patchwork quilt

Pet gifts - food containers; place mat

Service projects - Animal Shelter

Annimal classification..mammals, birds, reptiles, fish, amphibians

Pet Carnival or Pet Show - creative awards

Anticipation Guide

The purpose of the Anticipation Guide is to create a mismatch between what students may know and believe and what is presented in the text. The Anticipation Guide was first developed by Herber (1978) who suggests that comprehension may be enhanced if students make predictions about concepts covered in the text.

The Anticipation Guide can be used in any subject area when students have some experiential background and preconceived notions relating to the topics to be presented. Statements are created which support and contrast author ideas with student belief systems. In this way, the Anticipation Guide brings misconceptions about a topic to the surface.

STEP 1: The teacher identifies the major concepts and supporting details in the reading selection, lecture, or film.

STEP 2: The teacher determines which concepts will challenge or support students' beliefs.

STEP 3: The teacher creates three to five statements. The most effective statements are generally those in which the students have sufficient knowledge to understand what the statements say, but not enough to make any of them a totally known entity. Specifically, the statements should stimulate students by presenting concepts about which most people have opinions but few facts.

STEP 4: Arrange the statements (with appropriate directions) on a sheet of paper, overhead transparency, or chalkboard. Leave spaces to the left of each statement for students to respond.

STEP 5: The teacher engages students in a prereading discussion by asking for a hand count of the responses to the statements. Students should be encouraged to share justifications for their responses.

STEP 6: Students now read the selection, listen to the lecture, or view the film. Students should be told to read/listen for the purpose of deciding what the author/speaker would say about each statement.

STEP 7: The teacher engages the students in a postreading discussion comparing their reactions to the statements before and after reading. Students may decide to accept, reject, or modify their prior set of knowledge based on new input from the text, lecture, or film.

The Anticipation Guide is an excellent method for promoting active reading. Students are involved with the course material before any actual reading takes place. The center of instruction is shifted away from the teacher to the learner.

References

Herber, H. L. (1978). Teaching reading in the content areas. Englewood Cliffs, NJ: Prentice-Hall.

Irvin, J. L. (1990). Reading and the middle school student. Boston: Allyn and Bacon.

Searfoss, L. W., & Readence, J. E. (1989). Helping children learn to read. Englewood Cliffs, NJ: Prentice-Hall.

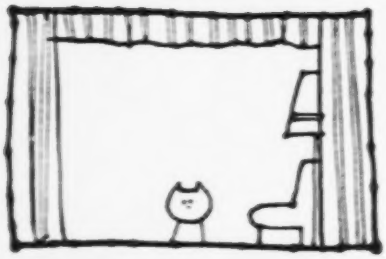
Anticipation Guide

All About Cats!

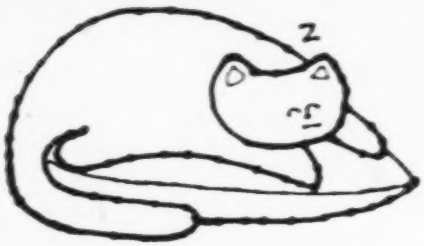
Directions: *Read each statement. If you believe a statement is true, place a check in the* Agree *column. If you believe the statement is false, place a check in the* Disagree *column. Be ready to explain your choices.*

Agree	*Disagree*	
_____	_____	1. Cats can see in total darkness.
_____	_____	2. No one wants to adopt old, ugly cats.
_____	_____	3. Purring means that a cat is happy.
_____	_____	4. Cats don't need water; they need milk instead.
_____	_____	5. Cats should be kept indoors.

CAT FALLACIES



"KEEPING A CAT INDOORS IS CRUEL."
CATS KEPT INSIDE ARE SAFER AND TEND TO LIVE LONGER. THEY CAN GET PLENTY OF EXERCISE, ARE LESS EXPOSED TO PARASITES & DISEASE, AND WON'T BE HIT BY CARS.



"SPAYING MAKES A CAT FAT AND LAZY."
OVERFEEDING CAUSES THIS - NOT SPAYING. IF A CAT GETS FAT, IT SHOULD BE FED LESS.

"PURRING MEANS THAT A CAT IS HAPPY."
CATS OFTEN PURR WHEN THEY ARE HAPPY, BUT THEY ALSO SOMETIMES PURR WHEN FRIGHTENED OR IN PAIN.

"CATS CAN SEE IN TOTAL DARKNESS"
THOUGH CATS' EYES CAN ADJUST FOR SEEING AT NIGHT AND IN DARK PLACES, THEY (LIKE US) CANNOT SEE IN TOTAL DARKNESS.

"DOG FOOD IS FINE FOR CATS."
CATS REQUIRE A HIGHER PERCENTAGE OF PROTEIN THAN DOGS, AND SHOULD EAT CAT FOOD.

"CATS DON'T DRINK WATER."
CATS NEED WATER. MILK IS NOT A SUBSTITUTE FOR WATER.

"CATS CAN LIVE ON FISH (OR MILK) ALONE."
NEITHER OF THESE FOODS BY ITSELF PROVIDES A BALANCED OR ADEQUATE DIET FOR CATS.

"CATS WITH BLUE EYES ARE DEAF"
THIS IS SOMETIMES TRUE, BUT NOT ALWAYS.

"CATS ALWAYS LAND ON THEIR FEET."
THOUGH CATS ARE AGILE AND HAVE GOOD BALANCE, THEY DON'T ALWAYS LAND ON THEIR FEET. A FALL CAN KILL OR INJURE A CAT.

KIDS & CRITTERS

The Humane Society of Calloway County
P. O. Box 764 Murray, Kentucky 42071 Phone (502) 759-4141

IRA Regional Conference, November 11-15, 1995
'Lives in the Balance: Teaching about Pets and Pet Care'

COMMUNITY AND PROFESSIONAL RESOURCES

Local level

1. Your local humane society and/or animal shelter--Most humane societies and some animal shelters offer a variety of educational programs. Check the white or yellow pages under Animal(s), Animal Shelter or Humane Society. Shelters usually offer tours and information which are very valuable in helping students understand the work of the shelter and its reason for being.

   Humane societies often have humane education specialists who take animals into the classroom for special programs. Many will tailor a program to fit the interests or needs of the class.

   Some program ideas might include the following:
   a. dog and cat behavior: what children need to know to have happier pets (and neighbors)
   b. safety around animals
   c. careers working with pets and other animals
   d. community service: how the class can help animals in the community, both shelter animals and family pets

2. Animal Control Officer--You might invite your local Animal Control Officer (occasionally still called the Animal Warden) to speak to your class about problems in the community involving pets and other animals. Lively discussion may ensue when students search for workable ways to solve these problems.

3. Local veterinarians--Vets are wonderful resources who will provide you with information and will sometimes agree to give a program to your class. It is valuable for students to hear common-sense ideas (such as proper pet feeding and care techniques) directly from a professional veterinarian. Vets can also help dispel many myths about pets, their behavior and care. Your state's Veterinary Medical Association may provide brochures, coloring books and other items, as well.

4. Pre-vet. programs and/or veterinary technology programs--If you are fortunate enough to have a pre-veterinary or veterinary technology program at a university near you, you have a wealth of resources available, and you will be able to get the most up-to-date information if you are doing any research yourself. Students in pre-vet and vet-tech programs will often be willing to come to the classroom and talk about their choice of a career in the animal field; they also have lots of knowledge about pet care.

5. Police and/or sheriff's offices--If you want to expand your students' understanding of the place of animals in the community, you might contact your local police and/or sheriff's department. If they have a drug enforcement or rescue dog on the force, it is likely that the officer who handles the dog will be available for a classroom visit. Students will have an opportunity to learn about the dog's skills, duties, and training, as well as being presented with another way people make a career working with animals. An interesting discussion can be generated when students are asked to compare the working dog (including seeing-eye dogs, and Canine Companions for Independence, among others) with the family pet.

6. Local kennel clubs and similar organizations (breed dog or equine rescue groups, for example)--Because humane societies and animal shelters deal with such staggering numbers of unwanted animals, they sometimes voice objections to working with organizations that support breeding animals for show, profit, or any other reason. However, in most of our communities it is becoming increasingly clear that all who work with and love pets and other animals should work together.

   In Murray, KY, for example, several members of the local kennel club own dogs certified by Therapy Dogs International, and work closely with Murray's humane society. They not only give educational programs to classrooms and civic organizations, but they contribute time to the Pet-assisted Therapy Program, and even help with fund-raisers. Try your local kennel club and see if there is an education director or other person willing to talk to your class about understanding and training dogs to help make them happier and better pets.

National level

1. The American Humane Association
   63 Inverness Drive East
   Englewood, Colorado 80112

   Education Director
   (303)792-9900

   NOTE: Among the many fine publications of the AHA is "Pet Responsibility: Citizenship Lessons for Students in Grades 3-9." This packet contains detailed lessons complete with hands-on, ready-to-use materials on a wide range of topics from defining pets to dealing with pets that cause problems in the neighborhood to dealing with pet loss. A valuable tool. Write to the address above for information.

2. The Youth Education Division of The Humane Society of the United States:

   The National Association for Humane and Environmental Education (NAHEE)
   P.O. Box 362
   East Haddam, CT 16423-0362

   Director of Education Outreach
   (203)434-8666

   NOTE:

   NAHEE sponsors the KIND News "Adopt-a-Teacher" program and publishes KIND News and KIND Teacher, valuable resources on humane and environmental education. For information about these resources, contact the address above.

   NAHEE is in the process of compiling a reading list for kids on the 4th grade level which should be out in late November. A similar list for the primary level is to follow. Write to NAHEE at the address above for further information.

3. American Kennel Club
   51 Madison Avenue
   New York, NY 10010

   Children's Education Coordinator
   (212)696-8244

   NOTE: The AKC produces a video called "Best Friends," about dogs and responsibility. It comes in two versions on one tape and is suitable for Primary-Grade 6. Contact the address above for more information. The AKC also has a number of other items available which stress responsible dog ownership.

4. Kids and Critters
   518 Lorraine Ave.
   Santa Barbara, CA 93100

   Write for information about "Handy Handouts," several packets of reproducible pages with activities, games, and drawings suitable as coloring sheets, bulletin board posters etc. The packets stress a common-sense and compassionate approach to pets and other animals, and the drawings are lively and appealing. These are suitable for a wide age range and contain follow-up materials for teachers.